

Negroes—1923

Courses on, in Schools, etc.,

NEXT to going to Egypt to see the tomb of Tutankhamen—and it makes our heart beat faster to think of the man who, after thirty-one years of digging, finally discovered the last undiscovered tomb of one of the great Pharaohs—we should like to enrol at Howard University under Mr. W. L. Hansberry for the courses known as History 12, 13, and 14. The announcements have something of the same mysterious fascination as marks the reports from Egypt:

HISTORY 12. NEGRO PEOPLES IN THE CIVILIZATIONS OF THE PREHISTORIC AND ANCIENT WORLD . . . Based in the main upon archaeological discoveries and documentary evidence bearing upon the relation of Negro peoples (a) to the paleolithic and neolithic cultures of Africa and Europe; (b) their position and influence in the civilizations of predynastic and early dynastic Egypt; and (c) their relations to the prehistoric and early historic civilizations in Western Asia, including Arabia and India.

HISTORY 13. NEGRO CIVILIZATIONS IN EAST CENTRAL AFRICA FROM THE EIGHTH CENTURY B. C. UNTIL THE END OF THE SIXTEENTH CENTURY. . . Aims to give a general acquaintance with the Negro civilizations in the Egyptian Sudan and Abyssinia from the Ethiopian conquest of Egypt in the eighth century B. C. until the coming of West European influence. . .

HISTORY 14. NEGRO CIVILIZATIONS IN WEST CENTRAL AFRICA FROM A. D. 1000 TO THE END OF THE NINETEENTH CENTURY. A survey of the political and cultural conditions in the four great Negro states of the Western Sudan—the Kingdom of Ghana, the Mellestine, the Songhay Empire, and Yorubuland. . .

For most of us such courses would be real voyages of discovery. We should like to provide scholarships for some of the Kleagles of the Klan and some of the pseudo-scientific apostles of Nordicism.

A University Course In

"Eliminating Prejudice"

Associated Negro Press
COLUMBUS, Ohio, Jan. 3.—The assistant professor of sociology at Ohio University, Edwin L. Clarke, gives a course in "Eliminating Prejudice." He pursues these common sense methods:

To each student in his class is given a mimeographed sheet headed, "Prejudice in the United States is Most Frequently Directed Against the Following Groups—Religious, National, Racial, Occupational and Political." A number of examples of each group is listed after the hearings, as, for instance, after "Political" are specified "Anarchist, Bolshevist, Capitalist, Communist, Free Trade, Liquor Interests, Militarist, Pacifist, Prohibitionist, Protectionist, Single Tax, and Socialist."

The student is then required to write a paragraph of 10 to 200 words, explaining his antipathy for the

group against which he has the most violent prejudice. He is asked to give free rein to his thought and is not required to defend his position logically.

The next step is to show the pupil quires the rewriting of the first paragraph, eliminating from previous indictment all charges which the student would not care to attempt to prove to be true of the body accused as a whole, before the Supreme Court of the United States.

The next step is to show the pupil that something may be said on the other side.

The third assignment requires the writing of as strong a defense of the group as the student can do in the same amount of space as the indictment.

In the fourth assignment the student is asked to state in 100 to 200 words to what extent his antipathy is based on reason and to what extent on prejudice, and to explain the origin of the prejudice in so far as he is able.

The fifth requirement is to state definitely what the student intends to do to free himself from his prejudice.

Having found out how his students think, he requires each one to read and report on a novel, an autobiography, or a series of dramas, sympathetically presenting the case of the group against which he is prejudiced. Problems are made real and vivid when approached from a selected list of readings, Professor Clarke finds, and the kindly treatment which is given by more friendly writers often throws a new light on questions previously difficult for the individual student. When race problems are at issue, the class is frequently visited by representative Negro citizens, followed by an open forum. The group visits institutions, schools, and homes which show the achievements of the Negro. One class started the Ohio Student Inter-Racial Conference, which holds annual meetings at Wilberforce University to discuss race problems and their solutions.

HARVARD PROFESSOR DECLARES ETHIOPIANS NOT NEGROES.

Cambridge, Mass., April 14.—(Pacific News Bureau)—As the result of recent researches in the pyramids at Meroe near Khartoum in the Anglo-Egyptian Sudan, Prof. Geo. A. Reisner, head of the United States Scientific expedition operated for the past three years under the auspices of Harvard University and the Boston Museum of Fine Arts, states that the Ethiopians are not and were not African Negroes and describes them as "dark Colored races in which brown prevails," adding however, that many individuals show a mixture of black blood.

Scientific History of Ethiopia.

Scientific examination and analysis of the fifty royal tombs in the cemeteries at Meroe some 660 miles south of Luxor and the Valley of Kings, where the discovery of King Tut-Ankh-Amen's tomb was recently made, has resulted in the determination of the chronological basis for the history of Ethiopia during the Meroetic era, claims Prof. Reisner. These researches, says Prof. Reisner have established that the culture of the Ethiopians stood as an outpost of Egyptian civilization in Middle Africa and that in the art of Ethiopians a Greek influence obtained and that invention of a script of their own was evidence that the Ethiopians were a people of genius.

Governed by Kings.

The Biblical impression that Ethiopia was governed by a long line of queens named Candace held in the New Testament and by Pliny and Strabo was dispelled by the excavations. It appeared that from 750 B. C. every ruler of Ethiopia was a male, Dr. Reisner asserted. The five queens buried in the royal cemetery with the countrys kings were mothers who had served as regents during the minority of their king-sons, he thought.

Biblical History of Ethiopia.

In the Bible we read of the queen of Sheba visiting Solomon but Biblical history sheds but little light on who the queen of Sheba was. Sheba was at that time the largest city of Ethiopia and queen Nicholae who is spoken of simply as the queen of Sheba was in reality the queen of Ethiopia.

Officially the country is known as "Ethiopia." (This is the term used by both the United States state and postoffice departments, also, also by the British Govern-

ment in its 1897 treaty. It is the name chosen by the people of the country itself. In "Campaign of

Adowa and the Rose of Menelik" by G. B. H. Berkeley, page 4, the following explanation appears: "Ethiopia is the name by which its inhabitants have known it since the days before the book of Genesis was written; the word Abyssinia is merely a corruption of Abeschi, the people of mired blood, i. e., 'the mongrels'—a term of abuse fixed on it by Mohammedan invaders and introduced into Europe by the Portuguese."

Church of Ethiopia Oldest in Christendom.

According to Prince W. S. J. Challenghezilozise, nephew of Emperor Menelik, son-in-law of the late Queen of Madagascar and a graduate of Oxford College of England and the University of Alexandria, Egypt, The Church of Ethiopia (Acts 8:26-39) is said to how be the oldest in Christendom, Rome admits the early conversion of the Ethiopians to the Gospel, the Catholic Encyclopedia remarking: "It is certain that ancient Ethiopia was evangelized in apostolic times by the enuch of Queen Candace, baptized by Philip the Deacon." McClintock and Strong (Methodists). Ireneus Bishop of Ivins (born 130 A. D.) and Eusebius who flourished about 321 A. D. Likewise give similar testimony.

Is Harvard Report Propaganda.

In the face of Harvards recent attitude on the Negro it would seem to indicate that this contradiction of existing Biblical and historical records on Egyptian civilization is but a continuation of the propaganda to deprive the Negro of any connection whatsoever of any form of ancient civilization.

Negroes, Courses on, in Schools, etc., - 1922.

Howard University to Give Courses on Negro Civilizations of Ancient Africa

Only School in America and One of Few in World
at Present Time Offering Definitely Outlined
Courses in This Specific Field 12/23/22

WASHINGTON, D. C., Dec. 21.—For several years past the authorities of Howard University have recognized the need and possibility of a more extensive study than is at present being given to the history of the Negro peoples of the world. For quite some time beginning with the establishment of the Moorland Foundation, and through it the acquisition of Negro Americana the study of American Negro life and history has constituted an important part of the work of the university, but until now it has not been able to extend this study in any intensive way into its African beginnings. The authorities, however, now take pleasure in announcing a program designed to meet, in part at least, this important need. During the winter and spring quarters of this year three definitely outlined courses dealing with Negro civilizations in Ancient and Medieval Africa will be established and given as an integral part of the work of the School of Liberal Arts. These courses, which will be under the general supervision of the History Department will be directed by Mr. William Leo Hansberry, a graduate and graduate student of Harvard University. Mr. Hansberry is a young man of African descent and has devoted considerable time both in and out of college to investigations in this field.

As a result of archaeological discoveries and ethnological studies in various parts of the world and especially in Africa there is coming about a remarkable change of opinion in many circles regarding the part played by Negro peoples in the great civilizations of the past. From year to year evidence continues to accumulate which seems to show that the earliest cultures and civilizations of Egypt, Southern Europe and Western Asia were to a great extent the products of Negro and Negroid peoples. In addition to this it now seems certain, that until comparatively recent times the Negro peoples of Central Africa maintained civilizations of their own which may be favorably compared with some of the better known civilizations of the world, and especially so with the cultures of their contemporaries in England and Germany.

The authorities of Howard University, in keeping with their determination to make the institution an agency for genuine social good, have under advise-

ment plans looking forward to the elimination of these difficulties in the near future; the effort outlined above being but the initial step in this direction. It is believed that in fostering a program of this kind the University can do much to clear up many of the misconceptions about Negro peoples of the past and the present; and in this way serve the nation and the world well by facilitating understanding and mutual respect among black men and white.

Courses in Negro History at Howard University

Washington Tribune
12-30-22

The authorities of the Howard University have completed arrangements whereby the recently established courses on African History in the School of Liberal Arts are also to be available to students of the Evening School. History 12: Negro Peoples in the Civilization of the Prehistoric and Ancient World—the course for the Winter Quarter, will be a survey of the part played by Negro Africa and its people in the origin and distribution of the earliest civilizations of the World. An important part of the course will be the consideration of the nature and history of the various discussions and investigations, out of which the new opinions about Negro peoples are growing. This is, at the present time, the only course of its kind to be found in any of the Universities of America. The course is open to the general public, especially students working for academic credit.

STUDY OF NEGRO LIFE AND HISTORY, PRIOR TO CIVIL WAR, IS PLANNED

The St. Louis Argus
Association Organized By Carter G. Woodson Has Raised \$50,000 To Carry On Work.

WASHINGTON, D. C., Oct. 4.—Dr. Carter Godwin Woodson and George Francis Dow will begin the study of the free Negro prior to the Civil War. The Reconstruction Period will be undertaken by A. A. Taylor, formerly of Harvard University. Hosea B. Campbell, a Julius Rosenwald scholar of Grinnell College, will prosecute studies in Negro-American History at Harvard. This work will be done under the direction of Dr. Carter Godwin Woodson, who is the Director of The Association for the forthcoming year.

Director Woodson is regarded as one of the scholarly men of the race. He is a native of Virginia. He received the greater part of his education at Huntington, West Virginia and at Berea College in Kentucky. He pursued post graduate studies, however, at the Chicago University and at La Sorbonne, the University of Paris. He received the Degree of Master of Arts at the Chicago University in 1903, and afterward went to Harvard University to continue his research work in History and Political Science. Harvard conferred the degree of Doctor of Philosophy on him in 1912.

The Association for the Study of Negro Life and History, for which Dr. Woodson has recently raised \$50,000, was organized by him in the city of Chicago on the 9th of October, 1915, and was incorporated under the laws of the District of Columbia on the Third of the following October. The Journal of Negro History, of which Dr. Woodson is the Editor, is the publication of the Association. Dr. Woodson is also the author of the Education of The Negro Prior to 1861; A Century of Negro Migration; The History of the Negro Church; and The Negro In Our History.

America, sacredly, cherishing her fondest traditions and loftiest ideals. The general average of his loyalty to the Stars and Stripes will measure higher even than that of the white citizens of the land.

From the Negro Year Book, 1918-19, page 44-45 is taken the following: "According to the best sources of information, it appears that just before, and at the beginning of the entry of the United States into the World War, German Propagandists made a special effort to cause the Negroes in the South to be disloyal. These Propagandists were, evidently, unaware of the Negro's traditional loyalty and the fact that no instances

could be cited where he had betrayed a trust. It developed that the Negroes were the one group in the Nation which was one hundred per cent American, and among them there were no hyphans. An excellent statement of the loyalty of the Negroes was made by Roscoe Conklin Simmons, a nephew of the late Booker T. Washington. In an address at Louisville, Ky., in March, 1917, Mr. Simmons, among other things said, "We have a record to defend, but no treason, thank God, to atone or explain. While in chains we fought to free white men—from Lexington to Carrizal—and returned again to our chains. No Negro has ever insulted the flag. (For marginal note—The shocking incident in Chicago when certain (probably insane) Negroes fostering an anti-American movement, burned a flag and killed two white Americans, for which they paid the penalty of death, occurred since the date of this speech of Mr. Simmons. This occurrence does not effect the spirit and real truthfulness of his eloquent words.) No Negro ever struck down a President of these United States. No Negro ever sold a military map or a secret to a foreign Government. No Negro ever ran under fire or lost an opportunity to serve, to fight, to bleed, and to die in the Republic's cause. Accuse us of what you will—justly or wrongly—no man can point to a single instance of our disloyalty."

"We have but one country and one flag, the flag that set us free. Its language is our tongue, and no hyphen bridges or qualifies our loyalty. Today the nation faces danger from a foreign foe, treason stalks and skulks up and down our land. In dark councils intrigue is being hatched—Woodrow Wilson is my leader. What he commands me to do, I shall do. Where he commands me to go, I shall go. If he calls me to the colors, I shall not ask whether my colonel is white or black. I shall be there to pick out no color except the white of the enemy's eye. Grievances I have against this people, against this Government. Injustice against me there is, bad laws there are upon the statute books, but in the hour of peril I forget—and you must forget—all thoughts of self or race or creed or politics or color. That is loyalty."

In all the fervent speech called forth by the war, there was no firmer specimen of true oratory than the above-true oratory because it expressed solemn truth.

Say not that the nation does not need loyalty as that! Say not that in building the future solidarity of the American Government the Negro will not be one of the foundation stones! In speech he is an asset, and in war he is a bulwark—in both instances of tremendous consideration.

Howard to Offer

A New Course

*afro-american
Baltimore, Maryland.*
New Branch Will Comprise Extensive Survey

Of Civilizations Of Ancient

Negro Peoples

12-29-22

TRUE FACTS WITHHELD

Move Is First Genuine Effort To Disseminate Such Information

Washington, D. C., Dec. 27.—For several days past the authorities of Howard University have recognized the need and possibility of a more extensive study that is at present being given to the history of the Negro peoples of the world. For quite some time beginning with the establishment of the Moorland Foundation and through it the acquisition of Negro Americans the study of American Negro life and history has constituted an important part of the work of the University, but until now it has not been able to extend this study in any intensive way into its African beginnings.

The authorities, however, now take pleasure in announcing a program designed to meet, in part at least, this important need. During the winter and spring quarters of this year three definitely outlined courses dealing with Negro civilizations in Ancient and Medieval Africa will be established and given as an integral part of the work of the School of Liberal Arts.

These courses, which will be under the general supervision of the History Department, will be directed by Mr. William Leo Hansberry, a graduate and graduate student of Harvard University. Mr. Hansberry is a young man of African descent and has devoted considerable time both in and out of college to investigations in this field.

The following is an official statement of the scope and general nature of the courses to be offered:

History 12: Negro Peoples in Ancient World.

This course is a provisional survey of the part played by Negro Peoples in the origin, development and distribution of the higher cultures and civilizations of man in the prehistoric and early ancient world. It is based in the main upon authenticated Archaeological discoveries and documentary evidence bearing upon the relation of Negro Peoples (a) to the palaeolithic and neolithic cultures of Africa and Eu-

ion in many circles regarding the part played by Negro Peoples in the great civilizations of the past.

So far as it has been possible to ascertain there are but very few schools in America or the world that are making at present time any noticeable effort to disseminate facts of this nature. This may be due in part to the inertia resulting from the traditional feeling as to the inexpediency of popularizing such information, but there is no doubt that the difficulty of access to adequate source materials and the lack of trained teachers for such studies are also largely responsible for this condition.

rope; (b) their position and influence in the civilizations of predynastic and early dynastic Egypt; and (c) their relations to the prehistoric and early historic civilizations in the regions of the Aegian Sea and western Asia, including Arabia and India.

History 13: Negro Civilizations in East Central Africa.

This course is a continuation of History 12. It aims to give a general acquaintance with the Negro civilizations in the Egyptian Sudan and Abyssinia from the Ethiopian conquest of Egypt in the eighth century B. C. until the coming of Western European influence in the sixteenth and seventeenth centuries. Special attention will be given to the origin and development of the distinctive features of the civilizations of these countries before the coming of Christianity, and the effect of Christianity and Islam respectively upon their subsequent history.

History 14: Negro Civilization in West Central Africa.

This course will be a survey of the political and cultural conditions in the three great Negro States of the Western Sudan—the Kingdom of Ghana, The Mellestine, and The Songhay Empire—from about the year 1000 A. D. until the end of the eighteenth century. Special attention will be given (a) to the distinctive character of the social institutions and the material culture of these countries previous to the coming of Islam; (b) the influence of Islam upon these institutions and this culture; and (c) the effect, direct and indirect, of Western Civilization upon the civilizations of this part of Africa. In addition, the cultural status of the Negro Peoples of these countries during this period will be critically compared with that of their contemporaries in the Teutonic countries of Europe.

Few Schools Making Such Studies

As a result of archaeological discoveries and ethnological studies in various parts of the world and especially in Africa there is coming about a remarkable change of opin-